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AUTHOR Perence, Camille
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ABSTRACT

This paper examines a junior high counseling procedure which utilized preschool students as models. Differing with traditional modeling procedures, the junior high students were required to interact with the youngsters as well as each other. Following the interaction, twice-weekly group counseling sessions were conducted for a nine-week period to discuss the interpersonal behavior of the preschoolers and to have the junior high students relate it to their own behaviors. Some structural group procedures were also adopted. The goals of the procedures were increased self-understanding and understaning of others as expressed by improved interpersonal relations with persons both younger and older than the client as well as his peers. The program gained popularity among the students and staff throughout the two years of its existence. The impact of the procedure on participants' behaviors and attitudes as well as the school environment was assessed. The participants for this study included 24 students from a federally funded Title III ESEA experimental junior high school and 12 students from a neighboring traditional junior high. (Author)

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ED112338

Abstract

Participant Observers: A Low Threat Approach to Junior High Counseling

Camille Farence, Ph.D

Northern Illinois University

Over the past two years an experimental junior high counseling procedure was developed utilizing pre-school students as models. Differing with traditional modeling procedures, the junior high students were required to interact with the youngsters as well as each other. Following the interaction, twice-weekly group counseling sessions were conducted for a 9 week period to discuss the interpersonal behavior of the pre-schoolers and to have the junior high students relate it to their own behaviors. Some structural group procedures were also adopted.

The goals of the procedures were increased self-understanding and understanding of others as expressed by improved interpersonal relations with persons both younger and older than the client as well as his peers.

The program gained popularity among the students and staff throughout the two years of its existence. The impact of the procedure on participants' behaviors and attitudes as well as the school environment was assessed.

The participants for this study included twenty-four students from a federally funded Title III ESEA experimental Junior High School and twelve students from a neighboring traditional Junior High.

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The Title III E.S.E.A. Model School is a two year experimental Jr. High of 300 students representing a cross-section academically, racially, economically of a school district in a medium size city, fifty miles from Chicago, Illinois. The program was designed to provide more community involvement and "hands on" experiences for students as well as creating an educational atmosphere that deals with the affective areas of growth equally with the cognitive.

Providing a Nursery School at the Model School was originally conceived as an opportunity to facilitate more parental involvement in the program. Importantly, however, the idea was expanded. Thru providing the young child with a creative learning-play experience, the Model School students learn specific human relational skills and concepts that will help them to better understand themselves, their peers, and their parents.

The program is essentially taking the natural affinity of young people and small children and providing a laboratory experience that benefits both.

For the young child, the program offers a rich environment of activities to choose from and experiment with. They experience that they are special, that it's OK to express feelings and that they are trusted to grow.

The Model School students are also struggling with their sense of belonging, of testing and expanding their limits and of discovering "who I am".

The program provides opportunities for them to discover "where I fit in relation to those I work with and "how I am viewed by those around me". They develop an increased ability to understand others and convey this understanding

to them. They come to view themselves as an "I can" person presently occupying a certain place on the continuum of "life growth".

SCHEDULE

The Model School Nursery program is housed in the school building and is in session 2 mornings/week for 1 ½ hours. Two groups of Model School students share time in the nursery so that each student-teacher spends a total of 1 ½ hours a week for 9 weeks working directly with the children. In addition, each group meets three times a week for a total of 2 ½ hours in Seminar sessions.

SELECTION OF STUDENTS

The Model School student-teachers choose to be in this program as part of their regular class schedule. Nine students are selected to be in each of the two groups. There are (20) 3 and 4 year olds enrolled who are a constant group thru the year, except for normal attrition. The program has been extremely popular for both girls and boys so there has been a need to establish a selection criteria. What has specifically emerged most clearly is that certain types of students should <u>not</u> participate. This refers to those students who are overly active and whose momentum would be detrimental to young children. This also tends to be the student whose high-level needs to play, prevents them from facilitating the childs learning-play experience.

RESPONSIBILITIES OF STUDENTS

Each Model School student-teacher signs an agreement or contract indicating their intent to: assume responsible supervisory behavior, to make two observations

of children and to plan and implement two special learning activities for the nursery program. It is largely thru their discussion and evaluation of the previous sessions, their observations and activities that the important concepts and skills are facilitated.

ROLE OF DIRECTOR

The Director of the nursery program is a member of the Model School staff and is professionally trained as a counselor. Her role is essentially as a facilitator. The student-teachers are assigned to different areas each session (ex., paints, jungle gym, table toys small muscle). The Director moves from area to area assisting students as they relate to the children. This assistance may be thru helping to focus their attention on specific verbal or non-verbal responses or interactions, suggested interventions or providing actual modeling behavior. Many of these specific happenings become the focus of the group's discussions during the seminars.

FOCUS OF LEARNING-CONCEPTS

For the most part, the Model School students want to be in the nursery program because they like little kids and think they are "cute and fun". Recently toward the end of the quarter, during a seminar a girl said "Ya know, I don't think I really like Susan very much, she's always bossing other kids around." This was a positive statement in several ways. First, for the student, it represented a new ability to see young children an individuals and to express her own negative and ambivalent feelings. It also provided an opportunity for the group to discuss their feelings toward "bossy" kids in their own life and to try to discover what it's like for a person who takes that stance toward life.

The concepts described below are not learned in a certain sequence but are covered and discussed as they relate to specific incidents or concerns.

Understanding a child's history. What are kids like, what are they able to do? What do we expect of young children? How does the child view his world? Does he feel he belongs? "Am I accepted?" What is his private logic or internal frame of reference?
In this area students discover what some of the physical, intellectual and social-emotional needs of three and four year olds are. These considerations are integral to planning activities and the observations.

Focus on behavior. What is a child trying to communicate thru his/her behavior and "how do I feel and react to it?" It is sometimes helpful to talk of Dreiker's stages of disturbing behavior and their feeling responses:

attention getting	-	annoyance
power struggle	-	anger
retaliation	-	hurt
inadequacy	-	helplessness

Building a relationship - Empathy. An assumption is made that being "in touch" with another person is essential for persons to develop a sense of "self" and of their place with others. Students are encouraged to develop their skill at "reading" a child's and each other's feelings and responding in such a way that they communicate their understanding and acceptance. Specific worksheets are provided with conversations and incidents described that aid the Model School students to practice and build their skill and confidence with empathy.

Encouragement. Early in the nursery school experience the student-teacher hears quite often "Are you playing for for the child?" This quickly leads to discovering ways in which they interfere with the children's learning-play and contribute to their feeling less than they are -- discouraged.

The Model School students learn to encourage by allowing the child to do for himself - putting on a coat, climbing the jungle gym, pouring his own juice. "I'd like to see you try ....," communicates trust. They also discover that saying "thats great", "what a good boy" etc., communicate discouragement. It is more helpful to permit a child to evaluate his own progress, and to put the emphasis on learning rather than achievements.

Discipline/Management. It is important in speaking to persons that our expectations are clear indicate whether there are alternatives or not. To say I'd like for you to walk," "The playdoh must stay at the table" or "Please use your indoor voice" communicates very specifically the desired behavior. I'm not going to allow you to hit (throw, etc.) also tells the child you're there to help control him when he needs your help. Our ability to discipline in a positive, constructive manner is essential to and develops from having "touched" another person. The Model School students role-play a variety of ways of interacting and different situations.

RESEARCH SETTUNG

The particioants for this study included twenty-four students from a federally funded Title III ESEA experimental Junior High School and twelve students from á neighboring Junior High.

The twenty-four students were individuals seeking admission into the nine wee course in which they had the opportunity to experience teaching pre-schoolers two days a week under the supervision of a counselor. The remaining three days of the week were spent in group counseling.

Since more students sought admission into the program than could be accepted, twelve students were randomly selected as participants with the remaining used as controls. The twelve students from the neighboring Junior High were also selected as controls due to the total experimental atmosphere of the school in which the research was conducted.

RESULTS

The statistics for this study were generated by the use of the Statistical Package for the Social Sciences (1970). The alpha level of probability of .05 or less was used in interpreting the comporability of the means.

In viewing the results of the eighteen variables measured in the pre and post-test of the California Psychological Inventory the following variables were significant: Self-Acceptance, Sense of Well-Being, Self-Control, Good Impression and Flexibility.

In Variable 5, Self-Acceptance there was indication of a possible trend that the experimental group had a higher mean score than the Control Group I. It did not bear out in the post-test. However, there was significance at the .05 level of confidence between the Experimental group and Control Group II (students from the neighboring school). Since no post-test was given to the Control Group II one cannot make any other predictions.

In Variable 6, Sense of Well-Being no significance was found in the pre-test. However, there is an indication of a trend toward possible significance in the post-test in relation to Control Group I.

In Variable 9, Self Control there was an indication of a possible trend toward a significant difference in the pre-test between the experimental group and Control Group I. It was definitely significant at the .05 level of confidence in the post-test.

For Variable 11, Good Impression, there was no significance at the .05 level in the pre and post-test. However there was an indication of a possible significant difference between the experimental group and Control Group II.

For Variable 17, Flexibility there was a significant difference at the .05 level of confidence in relationship to both control Groups at the pre-test level. For the post-test it was also significant with Control Group I.

DISCUSSION

In interpreting the results one must keep in mind that this was an attempt at

applied research with all the limitations inherent in such a program. Namely that was in a school setting where the teacher understanding of pure research is limited. The difficulty in controling the environment and lastly not always sure what other forces in the environment are diluting the attempts made in structuring the program and the design used to measure the results.

GIVING AND GROWING:
A JUNIOR HIGH PROGRAM FOR PERSONAL EFFECTIVENESS

The following categories represent ideas, issues and areas that need to be responded to in order to effectively plan for and give consideration to implementing a program similar to this.

PEOPLE WHO NEED TO BE INVOLVED IN PLANNING AND IMPLEMENTATION STAGE.

DESCRIBE THE SETTING/FACILITIES NEEDED FOR SUCH A PROGRAM:

IDENTIFY THE POTENTIAL PARTICIPANTS FOR THIS PROGRAM:

DESCRIBE THE KIDS OF ACTIVITIES PARTICIPANTS WILL BE ENGAGED IN:

School Setting	Related Class

WHAT IS THE ROLE OF THE COUNSELOR/COORDINATOR?

WHAT IS THE TIME FRAME FOR THIS EXPERIENCE? Semester/Year, Daily, etc.

WHAT IS THE FINANCIAL EXPENDITURE INVOLVED?

IS THIS EXPERIENCE TO BE FOR CREDIT?

[redacted]

CONSIDERATIONS:

Hindering Forces	Supportive Forces
1.	1.
2.	2.
3.	3.

Ways to lessen these forces:	Ways to build on these forces
1.	1.
2.	2.
3.	3.

MY FIRST, SECOND, THIRD STEPS WILL BE:

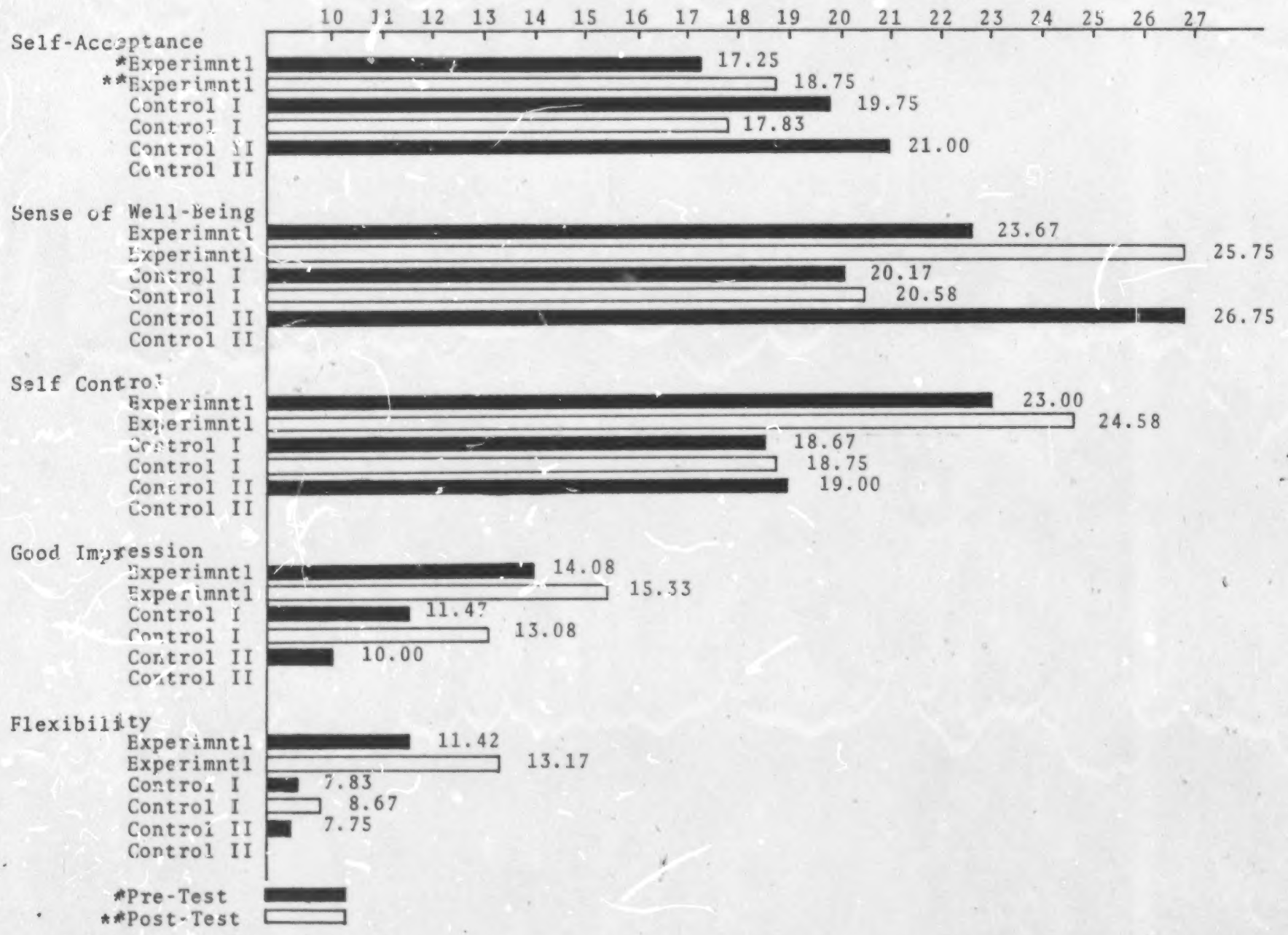
1.

2.

3.

Please direct questions or comments to: Carole Zeigler, Counselor
U-46 School District, 4 South Gifford, Elgin, Illinois 60120

COMPARISON OF MEAN SCORES OF THE CALIFORNIA PSYCHOLOGICAL INVENTORY
(N=12)



GIVING AND GROWING
A Junior High Program for Personal Effectiveness

Purpose

Through working with nursery school children the Junior High students developed skills that enabled them to better understand themselves and others.

Program

The Junior High students spent 2 mornings per week supervising and observing the nursery children. Three mornings a week were spent in discussions, role-playing, activity planning and simulation activities.

The Learning Sequence - Concepts, Skills

The program was designed to develop and increase the student's ability to be a "helpful" and "relating" person.

1. Understanding Personal History -
   What are kids like? What are they (we) able to do? Does he feel accepted and feel he belongs?

2. Understanding Behavior -
   What is the child (we) trying to communicate by his behavior and what are the Junior High students feelings and reaction to it.

3. Empathy -
   Developing the ability to communicate our understanding and acceptance of another's feelings is essential to our concept of self.

4. The Process of Encouragement -
   The students learn to use words and actions which communicate their trust in the child's ability to learn and grow and to do things on his own.

5. Discipline: establishing controls and limits
   Discipline is viewed as the process of helping a person to gradually take over control for himself and evolves from a relationship of understanding and acceptance. The students learn to discipline in positive, constructive ways.

POINTS TO THINK ABOUT WHEN WORKING WITH CHILDREN

Please keep in mind that they are only general and may not apply to every child or situation.

PREPARATION

Please be on time. Also try to have equipment all ready for use when the children arrive.

GENERAL

1. Use your voice as a teaching tool. Speak slowly, distinctly and directly to the children (by moving near him and speaking his name). Use simple, brief instructions.

2. Positive suggestions, telling the child what he can do rather than what he cannot do, are given in a low, pleasant voice (walk slowly, instead of don't run.)

3. Use only words and a tone of voice which will help the child feel confident and reassured, not afraid or guilty or ashamed. Feel free to respond to the affection some children may offer.

4. Differentiate between "indoor" and "outdoor" voices. Help children to do this largely by example and reminders when necessary.

5. Cooperation is usually gained by implying that it is expected. A calm, confident voice and a relaxed, patient manner gives this implication. Screaming at a child or chasing after him does not.

6. Never threaten a child nor use shame, ridicule or sarcasm.

7. Keep your promises. Be sure that promises can be carried out before making them. If it is necessary to break a promise, be sure and give the child a logical and simple explanation.

8. Choices are not offered when there is no choice. When a child has a choice use a positive statement such as "It is clean-up time" or "Time to wash your hands", not "do you want to clean up now?"

9. Children are never to be left alone, unsupervised.

10. Encourage the child to be independent. Give help as needed at the child's level. Children can walk and get up and down without having their hands held. Steady the equipment as the chair, table, plank, box or ladder instead of the child. Be near enough to give physical help if necessary.

11 Needless converation with other students or adults should be avoided.

12. Avoid motivating a child by making comparisons between one child or another, or by encouraging competition. Children will not learn to like others if we say to them: See if you can't beat Johnny getting undressed". It gives them a poor reason for working and makes it harder for them to get along together.

13. Give the child plenty of time. A child often resists if he feels that you are hurrying him.

14. Toilet accidents are treated as a matter of fact with no reference to the accident. Dry clothes are put on and the wet ones put into a paper bag to be taken home.

15. Children are encouraged to initiate their own play activities. Suggestions of things to do are sometimes given to children who seem at loose ends.

16. Children function best in small groups. Suggesting different things to some children in a large group helps to keep groups small.

17. Children may help themselves to things on the shelves and are encouraged to put away the materials they are using before going to another activity.

18. Children may arrange housekeeping furniture in any way they like as long as it doesn't infringe on the rights of other children.

19. Children are not allowed to deliberately destroy equipment or physically harm other children (or adults).

20. Avoid making models in any art medium for the children to copy. Try to appreciate his work. Don't ask "What is it?"

CLUES ON HOW TO OBSERVE

Observation of young children offers many possibilities for learning. Through observation it is possible to discover causes of behavior and to increase acceptance of individual variations in growth. This learning depends however, largely upon the skills and understanding of the observer.

When an observer looks at the activities of others, he tends to interpret what they are doing out of his own past. An objective observational record rules out this personal interpretation and is concerned only with the facts or what actually took place. One way to do this is to divide the observation sheet into two columns - one for "facts" and the other for "feelings" or interpretations. Then as the observation is recorded, an attempt is made to describe behavior that is actually seen (facts) and the interpretation of the behavior (feelings).

A technique which helps to tell the difference between facts and feelings involves an awareness of some of the words which indicate feelings rather than facts. One such example is: "Johnny seemed very happy when he got his turn." Very happy does not tell how Johnny reacted when he got his turn but it does tell how the observer interpreted Johnny's behavior. A more objective (factual) description might be: "Johnny jumped up and down two times and laughed out loud." Then on the interpretation side of the recorded observation is written: "He was very happy to get his turn."

Another example of the biased observation is: "David is a very affectionate little boy." Objectively it would be written: "David went over to his teacher and put his arms around her. He put his hands on her face and gave her a kiss." On the interpretations side of the observation might be recorded: "David likes to kiss his teacher. He is very affectionate." Or, "He seems to want the teacher's attention."

Some other emotionally toned words which tend to give difficulty in objective observations are: "He thought he would go to the window." "Jane is very mischievous." and "Tommie bothered the other children."

Another clue to objective observation is related to the verbalization of children as they interact with one another. For example: a record stating "Johnny feels upset today" would properly appear under the interpreation of Johnny's status if he had been heard to say, "I feel mean inside." In which case, Johnny's statement would be put in quotes and placed in the factual column of the observation.

GUIDELINES FOR OBSERVATIONS

Whenever possible sit - not stand - to observe. Sometime in an attempt to see everything an observer will hover over a child causing them to become self conscious or wildly excited and stop playing. Do not feel you must remain rooted to the first spot you choose for observing, but do give yourself enough time in one place to really "see" and then move on consciously to another vantage point.

WHAT TO LOOK FOR

Physical Appearance

What does the child look like? How is he dressed? Does he seem to be in good physical health or not?

Body Movement and Use of Body

Are his body movements quick or slow? Does he seem "at home" with his body or stiff, clumsy and unsure? Are his large muscle and small muscle coordination about equally developed or is one more developed than the other? How much of what he is feeling is expressed through his body?

Facial Expressions

How much of what he is feeling is expressed in his facial expressions? Do his reactions minute by minute "show" in his face? Do they show only when he feels intensely about something? Does he usually maintain a deadpan expression?

Speech

How much of what he is feeling is expressed through his tone of voice? Is his voice generally controlled or does it express changing moods? If he gets upset does he talk more or less than usual? Is this a child to whom speech is an important means of communication or does he speak rarely, communicating in other ways? Does he/she like to"play" with speech making up chants, puns, stories? Is his speech fluent, average, choppy, hard to understand?

Emotional Reactions

How and when does he exhibit happiness, anger, sadness, doubt, enthusiasm? Does he seem to have too little control over his feelings, too much, a good balance?

Relationships with other Children

Does he seek out other children? How and when? Does he seek only specific children? Does he avoid the other children or specific children? Does he wait until someone seeks him out? Does he spend alot of time watching other children? Is he generally a "leader"? Is he comfortable with other children, able to give and take and share ideas and equipment; or does he seem fearful, bossy, unable to share equipment, unhappy unless he gets how own way? Does he seem restless or very much at ease?

Relationship with Teacher

Does the child seem basically to trust the teacher or mistrust him/her? How does he show this? Does he watch the teacher alot and seem really "tuned in"? Does he need to be physically close to the teacher at all times?

OBSERVATION

Name _____

Date _____

Teacher's Name _____

School _____ Grade _____

A. Describe the room (learning areas, equipment, special features). On the back of this sheet, draw a floor plan of the room including as much detail as possible.

B. How many children are in the class? _____ boys _____ girls _____

C. List and describe the classroom activities that take place during this observation and how long they last.

Activity	Time

D. Using the entire class, record as many factual activities and their interpretation as you can.

FACTS	INTERPRETATIONS

E. Select one student and spend 20 minutes (approx.) observing this child. What is the child's age_____sex_____.

1. Physical Appearance - describe what the child looks like (physical features and clothes)

2. Body Movement - does he/she seem "at home" with his body?

3. Facial expressions -

4. Speech - try to record some exact statements by the student including to whom he/she spoke and under what circumstances.

5. Emotional Reactions - what feelings does the child show?

6. Relationships with Other Children

7. Relationship with Teacher

F. On the back of the sheet or another paper, please describe what you discovered about yourself and your feelings from this observation experience.

ON BUILDING A RELATIONSHIP

EMPHATHY

A relationship of respect and closeness is characterized by trust. The basis for trust is an acceptance of another person- an acceptance of his feeling as his unique response to life- his most personal possessions. To build this relationship of trust involves Empathy. Empathy is an emotional response to another's feelings which communicates two things:

1. I hear the feelings in what you are saying

2. I can understand and accept those feelings

An impossible task? No, but certainly a challenging one! In order for Empathy to be effective the following attitudes are needed:

1. you need to want to hear what the child is saying which means the time to listen

2. you need to want to be helpful-if not wait 'til later

3. you need to be able to accept his feelings - even if they're different from what you feel or think he should feel.

4. you need to trust in the child's capacity to handle his own feelings, work them through and find solutions.

5. you need to understand that feelings are transitory not permanent.

It is important that acceptances not only be felt but that it is communicated. Acceptance is not passive--it is more than a state of mind, an attitude, a feeling. Acceptance can be communicated both verbally and non-verbally. Non-verbal acceptance is communicated via gestures, postures, facial expressions, eye contact, etc. Non-intervention can also communicate acceptance. Very often non-acceptance is communicated by interfering, intruding, and moving in, checking up or joining in. Saying nothing can also communicate acceptance. Such responses as Oh?, I see Mmhmm, nods say to a child, I trust you to grow.

Talking however, is essential for a relationship to develop. The How we talk is crucial though. All too often conversations tend to fall into categories which have the effect of saying to a child "you're not trusted, you're dumb, bad or as an adult that you don't care".

Think and feel in response to these categories remembering when you've been on the receiving end:

1. ORDERING, DIRECTING, COMMANDING
   Telling a child to do something, giving him an order or a command
   "stop complaining!"
   "I don't care what so and so is doing . . .!"

2. WARNING, ADMONISHING, THREATENING
   Telling the child what consequences will occur if he does something:
   "one more statement like that and you'll leave the room!"

3. EXHORTING, MORALIZING, PREACHING
   Telling the child what he should or ought to do:
   "you must always respect your elders"

4. ADVISING, GIVING SOLUTIONS OR SUGGESTIONS
   Telling the child how to solve a problem, giving him advice or suggestions, providing ansers or solutions for him:
   "Why don't you ask . . .. "

5. LECTURING, TEACHING, GIVING LOCIAL ARGUMENTS
   Trying to influence the child with facts, counter-arguments, logic, information for your own opinions
   "If kids learn to take responsibility they'll grow up to be responsible adults"

6. JUDGING, CRITICIZING, DISAGREEING, BLAMING
   Making a negative judgement or evaluation of the child:
   "You're not thinking clearly"

7. PRAISING, AGREEING
   Offering a positive evaluation or judgment, agreeing:
   "you have the ability to do well"

8. NAME-CALLING, RIDICULING, SHAMING
   Making the child feel foolish, putting the child into a category, shaming him:
   "Look here, Mr. Smarty."

9. INTERPRETING, ANALYZING, DIAGNOSING
   Telling the child what his motives are or analyzing why he is doing or saying something; communicating that you have him figured out or have him diagnosed:
   "You really don't believe that at all."

10. REASSURING, SYMPATHIZING, CONSOLING, SUPPORTING
    Trying to make the child feel better, talking him out of his feelings, trying to make his feelings go away, denying the strength of his feelings:
    "You'll feel different tomorrow."
    "Don't worry, things'l work out."
    "I used to think that too."

11. PROBING, QUESTIONING, INTERROGATING
    Trying to find reasons, motives, causes; searching for more information to help you solve the problem:
    "Why do you suppose you hate school?"

12. WITHDRAWING, DISTRACTING, HUMORING, DIVERTING
    Trying to get the child away from the problem; withdrawing from the problem yourself; distracting the child, kidding him out of it, pushing the problem aside:
    "Let's forget about it."
    "We've been through this all before."

Just as these categories cuase adults to feel defensive, guilty, resentful and unaccepted, so they do for children. OK! So where from here? Empathetic responses of course! The idea is to involve the"sender" with the "receiver". A child communicates because he has a <u>need</u>, something is going on inside him, he wants something. The task (empathy) is for the receiver to actively perceive the sender's message (feelings) and reflect it back. The receiver <u>does not</u> send a message of his own such as an evaluation, opinion, advice, logic, analysis or question. He feeds back only what he feels the sender's message meant -- nothing more, nothing less!

It is often helpful to tie the indentified feelings of a child into your response. The following examples are possibilities:

"I can hear you are feeling...."
"Sounds as if you feel...."
"Well, I can understand you feeling....."
"I guess it is....."
"You seem to be feeling....."
"I can see....."

Empathy can open a door to communication and keep it open, but it can also be strenuous and frustrating. Persons often feel that it is unnatural, that it's not the way people talk and feel foolish trying it. But with practice and patience, empathy can develop closer relationships. It says you're willing to deal with feelings openly -- that you're willing to see the world as another sees it and you're willing to risk having your own opinions and attitudes change.

ASSIGNMENT

1. Tune into two students -- try to get "inside" them and identify their feelings and emotions without actually verbalizing to them. What were they? Use the attached APPENDIX OF FEELINGS for assistance.

2. What did you learn about your ability to read emotions?

LISTENING FOR FEELINGS

Directions: Everyone communicates with much more than words or ideas. Behind the words often lie feelings. Following are some "messages" we could send. Read each separately, trying to listen carefully for feelings. Then in the space, write the feeling or feelings you heard. Discard the "content" and write in only the feeling. Some of the statements may contain several different feelings---write in all the main feelings you hear, numbering each different feeling.

EXAMPLE: I don't know what is wrong. I can't figure it out. Maybe I should just quit trying. a) stumped b) discouraged c) tempted to give up.

---

1. Oh Boy! only ten more days until school's out. _____

2. Will you go with me to talk to her/him? _____

3. This isn't any fun! The whole thing is dumb. _____

4. The teacher gives us too much homework. I can never get it all done. What'll I do? _____

5. You never listen to us. You're always tellin' us what to do!
   _____

6. He (she) started it, he's always buggin' me! _____

7. Go away, leave me alone. I don't want to talk to you or anybody else. _____

8. For awhile I was doing good, but now I'm worse than before. I try hard, but it doesn't seem to help. _____

9. I think I know what to do but maybe it's not right. I always seem to blow it! _____

10. Is this the way I'm suppose to do it? _____

11. Wow, they really listened and asked lots of questions! _____
    _____

LISTENING FOR FEELINGS - SUGGESTED RESPONSES

1. a) glad b) relieved
2. a) afraid b) fearful c) unsure d) anxious
3. a) bored b) disappointed
4. a) job too hard b) defeated
5. a) angry-unfair b) rejected c) aggressive
6. a) angry b) frustrated c) frightened
7. a) hurt b) angry c) defiant d) depressed
8. a) discouraged b) inferior
9. a) uncertain b) unsure c) inferior
10. a) unsure b) concerned c) dependent
11. a) happy b) proud c) confident d) satisfied

APPENDIX OF FEELINGS

Impatient-Frustrated-Annoyed-Indignant-Disgusted-Angry-Defiant-Hateful
Dependent-Disappointed-Pessimistic-Helpless-Deprived
Anxious-Anticipation-Dread-Vulnerable-Frightened
Alone-Distant-Alienated-Rejected-Lonely
Aggressive-Responsible-Independent-Proud
Friendly-Warm-Empathic-Close-Loved
Intimidated-Inhibited-Guilty-Inferior
Involved-Concerned-Protective(d)
Melancholy-Lonely-Sad-Grieved
Depressed-Despondent-Despairing
Patient-Gentle-Tender
Embarrassed-Humiliated
Amused-Happy-Joyful
Hopeful-Optimistic
Content-Satisfied
Envious-Jealous
Pity-Disgust
Mischievous
Sexual

Title: Inclusion/Exclusion (Breaking into and out of a circle)

Purpose: To discover the techniques, style they use to approach a new situation, group or person.

Materials: None

Description: A group of 8-12 persons form a circle, linking arms. A volunteer stands outside the group. Your only instructions are "You are to come into the center of the circle by any means you choose, except violence." As many others should be given an opportunity as time permits.

The second phase involves a student standing inside the circle with instructions to get to the outside of the circle. Again say, "You are to get to the outside of the circle by any means you choose, except violence."

Discussion: Typically, you will get students trying to sneak in, break in, climb over, under, etc. Rarely will someone just ask to get in or out. The group, feeling the strength of numbers will usually rally to the cause of keeping the student in or out. Try to give several students the experience of both "in" and "out". These questions may be helpful for discussion: Which was more difficult, getting in or out of the group? What feelings did you have as a group, as the volunteer? What different styles or approaches did (the group) the volunteer use? How was your response affected by the style of the volunteer?

Title: Yarn Communication

Purpose: To discover patterns of communication; who talks to whom, who initiates the talking. To discover if they are initiators or responders of communication.

Materials: A large skein of yarn or ball of string.

Description: A group of 8-10 students sit in a circle, preferably on the floor. The yarn or ball of string is handed to whomever is speaking, unrolling it from person to person. Each time someone speaks they will hold another portion of the string or yarn.

Discussion: This activity is best suited to a group where the comfort level is fairly high or at least rather verbal. The group may discuss anything of interest or a specific topic. The "strange" procedure seems artificial yet it is intriguing enough to capture their interest.

When you've terminated the conversation, 15 minutes approximately, the yarn can be laid down carefully on the floor and examined for it's pattern. Who did you talk to? Did you start the conversation or respond to others? Another helpful question is what do they see in the yarn patterns or want to change about the pattern of yarn. It may be beneficial also to offer an opportunity to compare their comfort levels with written versus oral communication.

Title: Lemons*

Purpose: To develop sense of uniqueness of all persons and that we learn to appreciate and value others by learning to know them. To also increase sensory awareness. (Note: no two lemons are alike.)

Materials: Lemon for each participant (they usually develop close feelings for their lemon and want to keep it.)

Description:

a. The students form a circle on the floor. The teacher gives each student a lemon and explains that no two lemons are alike, and they are to get to know their lemon very well.

b. Give them a couple of minutes to get acquainted with eyes open and then ask them to close their eyes and continue the getting acquainted process.

c. Ask the students to find a partner and to take turns "introducing" their unique lemons to each other - stressing their lemon's particular characteristics.

d. Ask the students to exchange lemons with partner to feel the difference.

e. In groups up to about twelve place all the lemons in a pile in the middle of the circle. Ask them to close their eyes and find their own lemon.

f. The students are to form a circle again. You collect all the lemons. Ask everyone to close their eyes. Pass the lemons around the circle to the right. Each student continues passing until he finds his own. He puts it in his lap and continues passing the lemons until everyone has their own.

Discussion: Very often students will want to do the passing part again, or will name their lemons, or in other ways express real feelings of attachment. It is not essential to generalize the experience to our human relationships yet, depending upon the group it may come naturally.

* Adapted from Structured Experiences for Human Relations Training, Vol. III (See bibliography)

Title: Family Topology

Purpose: To discover and share their own unique family pattern. To understand that everyone with whom they come into contact, also exists in a family constellation which influence how they see and respond to their world.

Materials: Large sheets of construction paper and crayons or felt markers.

Description: Each student draws a medium size circle representing himself on a sheet of construction paper. Every other family member is represented by a smaller or larger circle depending on the amount of influence that person has over him/her. Those circles are then placed close to his or at the extremity of the paper depending on how close he/she feels to them. For example, a mother's circle may be placed at the edge of the paper (he/she doesn't feel close to her) yet is a larger circle because she has alot of influence over her child. Each family member may also be represented by a different color. Pets may also be included.

Discussion: This is a relatively non-threatening and quick way for the students to develop an understanding of their uniqueness and sameness with other group members. Questions like, "What would you change about your topology, if you could?",helps them explore a little deeper.

HELPING CHILDREN LEARN

1. Use Exact Words to Tell About Position

You should always speak clearly and in specific terms when describing where something is located. The words you use and the way you use them help children understand and form clearer concepts.

Say: "The blocks go in a row against the wall."
Instead of: "They go over there."

Say: "The puzzle piece is on the floor under your chair."
Instead of: "There it is."

2. Use Exact Words to Tell about Action

You should always try to show and tell clearly how a person or animal or thing is moving or acting. Use descriptive words as often as possible; for example:

Say: "Robert skipped down the walk."
Instead of: "Robert went down the walk."

Say: "The cat is chasing the bird."
Instead of: "The cat is after the bird."

3. Use Exact Words to Tell About Things

You should always show and tell clearly the kinds of things you are talking about. Some words tell much more about things than other words do. If you use the words "This" or "These" or "Those" you don't give as much information as you could. Here are some suggestions:

Say: "This ball has a round shape."
Instead of: "This is a circle."

Say: "May I have the longest block?"
Instead of: "May I have the big block?"

4. Practice Using Words to Explain Ideas

Say: "This has a rough texture."
Instead of: "This is rough."

Say: "Yes, the blocks are all the same color, red."
Instead of: "Yes, the blocks are all the same."

5. Use Exact Words to Give Instructions

You should try to say exactly what you want the child to do. Try not to just give hints. Be sure the child knows clearly what you expect. Here are some ideas:

Say: "Keep the play-doh at the table, please."
Instead of: "We don't take the play-doh from the table, do we?"

Say: "It's clean up time now."
Instead of: "Don't you think it's clean up time now?"

6. Practice Using Postive Comments. Using positive comments Shows approval of a specific thing or act.

Say: "Lisa, thank you for passing the juice."
Instead of: "Lisa is a good girl."

Say: "Henry, your picture is very attractive. Will you tell me about it?"
Instead of: "Henry is the best artist in the class."

7. Practice using children's names. When speaking to a child make a point of using his name. Using a child's name helps him develop a good image of himself and he gets pleasure and satisfaction from hearing his name.

Say: "Nancy, please put your coat on. It's time to go home."
Instead of: "Put your coat on."

Say: "Macy and Bill, please walk in the classroom."
Instead of: "You two children stop running."

Say: "Robin, would you like juice?"
Instead of: "Do you want juice?"

ANNOTATED BIBLIOGRAPHY

Pfeiffer, J. William and Jones, John E.
A Handbook of Structured Experiences for Human Relations Training. Vol. I, II, III, IV. Iowa City: University Associates Press. P.O. Box 615, Iowa City, Iowa 52240. (Vol. I, II, III - $3.00/each; Vol. IV - $3.50.)

These four handbooks contain valuable group resources that are helpful and appropriate to many different types of groups. Each volume is set up so that the degree of involvement of the participants and the facililators expertise grow toward the end of each. While the activities are designed for adult use, many of them can be adapted for use by children and young adults.

Handbook: Title III E.S.E.A. Peer Group Counseling Project The Special Education District of Lake County. 4440 Old Grand Ave. Gurnee, IL 60031. March 1973. Edited by Glenn W. Kranzow.

The materials in this handbook were drawn heavily from Pfeiffer and Jones, the Human Development Program and Simon's Values Clarification.

The handbook presents an outline of five Peer Counselor Training meetings and twenty outlines of the actual counseling meetings. The materials are presented very clearly and include alternative ideas as well. Especially helpful is the fact that the sessions follow the sequence of group development. They move from getting acquainted, through the "work" stages to saying goodbye.

Human Development Program, Bessell, H., Palomaris, V. Level I, II, III, IV and Theory Manual. Human Development Training Institute, Inc. 1081 E. Main St., El Cajon, Calif. 92020, 1971.

This is the program which features the "Magic Circle" concept. The theory manuel and Level books are very helpful. The only reservation I would raise is that there is need for more activity-oriented experiences. H.D.P. materials focus largely on group verbal exchanges.

Reaching Out: Interpersonal Effectiveness and Self-Actualization. Johnson, David W. Prentice-Hall, Inc. Englewood Cliffs, New Jersey. 1972.

This paper back is really full of good ideas and practical help. Some of the chapter headings are Self-Disclosure, Development and Maintenance of Trust, Increasing Your Communication Skill, Helpful Styles of Listening and Responding Acceptance of Self and Others . . . . Each chapter presents a theoretical approach and includes many activities and exercises for group use. This is an exciting resource for increasing teacher-counselor effectiveness and also for use with students. Note: Junior High students and younger could only handle a minimum of the theory yet still profit from the experiences.

Values Clarification, A Handbook of Practical Strategies for Teachers and Students, Simon, S.B., Howe, L. W., and Kirschenbaum, H., Hart Publishing Co. New York 10003.

Presents many different activities: sentence stubs, rank order, force choice, continuum . . . . It's very helpful to be familiar and comfortable with these strategies so they may also be used spontaneously.

Values and Teaching, Rath, L., Harmin, M. and Simon, S. B. Charles E. Merrill Publishing Co., Columbus, Ohio, 1966.

Presents a theoretical base and concepts to understand and use values as an integral part of teaching.